DOCUMENT RESUME

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ABSTRACT

Designed to be used with modules 1 through 5, this eighth in a series of twelve modules presents sex equity teaching strategies unique to the health occupations education classroom. Strategies are grouped by sex equity guideline categories: art, language, and content. In addition to specific strategies, instructional suggestions based on common strategies are adapted in an example lesson plan for both a secondary and postsecondary class. The module concludes with a sample media evaluation. (LRA)

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promoting
sex equity
in the classroom

health occupations education

Sex equity teaching strategies unique to health occupations education classroom use are presented in this module. Strategies are grouped by Sex Equity Guideline categories: art, language, and content. Instructional suggestions based on the common strategies in Module #2, #3, #4, are adapted in an example lesson plan for both a secondary and postsecondary class.

Using Module #8	1
HO Strategies:	
Art	2
Language	2
Content	3
Lesson Plan/Media Check Sheet	
Postsecondary	5
Secondary	11

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8

Using Creative Strategies - Health Occupations Education (H.O.)
Module #8

This module is intended as an accompaniment to the first five modules. Its purpose is to help you adapt general strategies to promote sex equity contained in Modules #3, #4, and #5 for the vocational education discipline: Health Occupations Education. Contents include specific strategies, lesson plans, and media evaluations.

Make sure you READ MODULE #1 before proceeding.

CHECK THE SYMBOL

After you have evaluated your media using the Sex Equity Check Sheet in Module #2 and have reviewed the general strategies for art, language, or content in Modules #3, #4, #5, you are ready to adapt strategies for your situation. Because discipline-specific strategies for art, language, and content are represented collectively in this module, symbols have been used to ease identification. Creative strategies to promote sex equity in art follow the "painter's brush," those in language follow the "per and ink bottle," and those in content follow the "set of books." Use these symbols to help identify quickly the strategies of interest to you.

CONSIDER AN EXAMPLE

To better understand how a creative strategy can counteract the negative effects of bias in resource materials, review the lesson plans provided. The name of the school, teacher, and course title are identified on each plan. These plans have been implemented and each represents one teacher's ideas on how to adapt a strategy for his/her unique teaching needs. The Sex Equity Check Sheet used to evaluate media for the lesson accompanies the plan. Note the checks in the "Yes" and "No" columns for art, language, and content to interpret the teacher's evaluation of the equitability of the resource and the choice of creative strategy.

INDIVIDUALIZE YOUR PLAN

Consider the information contained in this module that is directly related to your discipline; integrate with information in the first five modules. Evaluate your teaching resources, then select and adapt the creative strategies that will help you PROMOTE SEX EQUITY IN THE CLASSROOM.

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Use both female and male models to depict and illustrate body systems such as the muscle or skeletal system.	Outline the long muscles of the body with a water soluble felt tip pen in nursing anatomy and physiology classes.
* * *	* * *
Contact equipment supply houses to purchase mannequins of both sexes.	
* * *	* * *
	Practice nursing skills on both male and female human forms. Discuss necessary differences in specific techniques.
* * *	* * *
Assign.	Watch a TV program with doctors and nurses as main characters. Observe the roles played by the characters. Suggest changes that could be made in the script to decrease number of traditional roles. Share ideas in class discussion.
* * *	* * *
Omit the use of gender qualifiers when speaking about people in the health occupations. Example: --female dentist --male nurse.	
Encourage students to be alert, thus avoiding these qualifiers.	Avoid use of only masculine pronouns when referring to doctors.
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Explain to students that they have the choice of being addressed by their first names or by a title when spoken to by a doctor or other health personnel. Refer to them as women and not as girls or as men and not as boys.	
* * *	* * *
	Initiate role play activity to illustrate a series of nontraditional jobs. Participate in role play activity using a variety of health occupation jobs. Examples: --a female doctor and a male nurse --a female dentist and a male dental hygenist.
* * *	* * *
Refrain from giving masculine/ feminine names to teaching aids as "Resus-Annie" (CPR training mannequin).	Send letters to manufacturers requesting a nonsexed mannequin be manufactured (or) both male and female mannequins be made available.
* * *	* * *
Invite a female dentist or female doctor to speak about their occupational role.	
* * *	* * *
Make an assignment for students to observe individuals in medical center waiting room areas.	Observe females and males in a hospital or other medical waiting room noting who is the comforter and who is being comforted. Discuss and draw conclusions.
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Assign teams of students including males and females on each team to give demonstrations on such topics as artificial respiration to local organizations such as scouts, 4-H, senior citizens, and service organizations. Publicize availability of this educational service to the community.	
* * *	* * *

Teacher Judy Sheets
School Iowa Central Community College
Discipline Health Occupations Education
Course Title Dental Assisting

LESSON PLAN #1

UNIT: Dental Assisting

LESSON TOPIC: Understanding the dental patient

OBJECTIVES: Understanding and accepting patient behavior.

INSTRUCTIONAL MEDIUM:

PRINT: Text on psychology in the dental office

NONPRINT:

Guidelines No(s). Implemented

Art _____
Language 1,2,4 (see pp. 7-10)
Content _____

TEACHING TECHNIQUE: discussion

CREATIVE STRATEGY(IES) USED: Omit the use of gender qualifiers when speaking about people in the health occupations.
Avoid introducing bias by using unbiased language in presentations.

TEACHER PREPARATION: (Specific adaptation of strategy applied to class and objective.)

Reread material and prepare lesson using language that is equitable.

CLASSROOM PROCEDURE:

TEACHER	STUDENT PARTICIPATION
Emphasize omission of titles during discussion. Stress the importance of using non-demeaning descriptions of people.	IN CLASS Discussion of the material using gender-free terminology. Discussion of experiences in dental offices that clinical activities have provided. OUT OF CLASS Write out answers to thought questions that are in the text.

MANAGEMENT TECHNIQUES, IF USED:

TEACHER REACTIONS: Using the strategies helped develop my own awareness. I feel it is important to know that only one or several strategies can be used in a lesson. Extra time was not needed to incorporate strategies into the lesson.

SEX EQUITY CHECK SHEET

for Evaluating Print and Nonprint
Instructional Media: Vocational and Technical Education

(for Lesson Plan #1)

TITLE:

Text on psychology in the dental office

Respond to each item on the check list by placing a (✓) in one of the columns on the right. Column choices include YES, NO, or NOT APPLICABLE (N/A). A check in the YES column denotes "Sex Equitable" for that item. Definitions which may clarify items contained in the check sheet follow:

Expanded Societal Role - a part played by an individual that is not bound by an organized traditional pattern of relationships.

Nonprint Instructional Medium - includes audible tapes, instructional pictures, slides and filmstrips, sound motion pictures, video tapes.

Nontraditional Occupation - jobs females or males enter which have been prescribed traditionally to the other sex.

Print Instructional Medium - includes laboratory manuals, transparencies, study guides, textbooks, programmed instruction books.

Sex Bias - prejudice based solely on sex exclusive of individual characteristics.

Sex Equitable - males and females presented in a balanced manner, impartially, showing like treatment.

ART WORK - ILLUSTRATIONS AND/OR PICTURES

	Yes	No	N/A
1. Does art work maintain a numerical balance between the sexes?			✓
2. Does art work depict alternately both females and males in dominance?			✓
3a. Are females depicted in nontraditional occupations?			✓
3b. Are males depicted in nontraditional occupations?			✓
4a. Does art work depict males and females equally in varied levels of occupational status?			✓
4b. Does art work depict females and males equally in varied levels of occupational responsibility?			✓
5a. Are males depicted using vocationally acquired skills in expanded societal roles?			✓
5b. Are females depicted using vocationally acquired skills in expanded societal roles?			✓
6a. Are females depicted in appropriate attire for their occupational roles?			✓
6b. Are males depicted in appropriate attire for their occupational roles?			✓
7a. Do illustrations of people include many body types?			✓
7b. Do illustrations of people include occasional evidence of handicaps?			✓

LANGUAGE - WRITTEN/SPOKEN

If the spoken word is involved, answer all questions on this page; if not respond only to first nine items.

		Yes	No	N/A
1.	Are titles of address indicating gender omitted?	✓		
2a.	Are gender-free plural pronouns used?	✓		
2b.	Is there an equal balance of gender-specific singular pronouns?			✓
3.	Are gender-free nouns substituted for gender pronouns?	✓		
4.	Are gender-free nouns used to denote all human beings?	✓		
5.	Do indefinite pronouns have a plural pronoun referent (thus avoiding use of singular gender pronouns, e.g., he/she, her/his)?	✓		
6.	Are sex-free occupational titles used as indicated in the 1977 Dictionary of Occupational Titles, fourth edition?	✓		
7.	Is reference made to physical appearance only when there is a purpose?			✓
8.	Is each occupation described as being performed by both sexes?			✓
9.	Are nondemeaning descriptions of people used?			✓

LANGUAGE - SPOKEN

10a.	Is a range of emotions expressed by a female speaker(s)?			
10b.	Is a range of emotions expressed by a male speaker(s)?			
11a.	Do male vocal presentations communicate the intended message avoiding sex-biased connotations?			
11b.	Do female vocal presentations communicate the intended message avoiding sex-biased connotations?			
12a.	Are titles of address indicating feminine gender used only if speaker prefers?			
12b.	Are titles of address indicating masculine gender used only if speaker prefers?			

CONTENT - EXPLICIT AND/OR SUBTLE

	Yes	No	N/A
1a. Are females portrayed in a variety of occupations?			✓
1b. Are males portrayed in a variety of occupations?			✓
2a. Are males portrayed in a range of societal roles?			✓
2b. Are females portrayed in a range of societal roles?			✓
3a. Do females portray a range of emotions?			✓
3b. Do males portray a range of emotions?			✓
3c. Do males portray a range of values?			✓
3d. Do females portray a range of values?			✓
3e. Do females portray a range of interests?			✓
3f. Do males portray a range of interests?			✓
3g. Do females portray a range of abilities?			✓
3h. Do males portray a range of abilities?			✓
4a. Are females presented in nontraditional occupations to illustrate the diversity of abilities?			✓
4b. Are males presented in nontraditional occupations to illustrate the diversity of abilities?			✓
5. Is preparation for an occupation described as available to individuals regardless of sex?			✓

Teacher Verla Hansel
School West Delaware High School-Manchester
Discipline Health Occupations Education
Course Title Nurse's Aide

LESSON PLAN #2

UNIT: Orientation - Qualities of a Nurse's Aide

LESSON TOPIC: Special Kind of Person

OBJECTIVES:
The student will be better able to:
1. List the qualities of a competent nurse's aide.
2. Identify those qualities that are considered male, female, or both.
3. Conclude from discussion that nurses' aides can be either male or female.
4. Realize that qualities of a nurse's aide don't always go along with good grades in school.

INSTRUCTIONAL MEDIA: (Title, Author, Publisher, Source, etc.)

PRINT:

NONPRINT: Tapes on the geriatric aide

Guidelines No(s). Implemented

Art

Language

Content 4 (see pp. 13-16)

TEACHING TECHNIQUE: discussion

CREATIVE STRATEGY(IES) USED: Lead discussion to help students determine if qualities were selected on the basis of sex. Explain why sex of the person is not important but that job skills are important.

TEACHER PREPARATION: (Specific adaptation of strategy applied to class and objective.)
Listen to tape. Make a list of qualities and classify them as male, female, or both.

CLASSROOM PROCEDURE:

TEACHER	STUDENT PARTICIPATION
Explain to students the purpose of playing tape. -Play tape. -Discuss qualities of a good nurse's aide in a sex equitable manner. -Collect papers.	IN CLASS Divide paper into three sections - label them as female, male, or both. List qualities of a nurse's aide under headings. OUT OF CLASS

MANAGEMENT TECHNIQUES, IF USED:

TEACHER REACTIONS: The strategy was easy to use and didn't require much extra time after I found it. The reaction of students to the activity was favorable. I would use the strategy again.

SEX EQUITY CHECK SHEET

for Evaluating Print and Nonprint
Instructional Media: Vocational and Technical Education
(for Lesson Plan #2)

TITLE:

Tapes on the geriatric aide

Respond to each item on the check list by placing a (✔) in one of the columns on the right. Column choices include YES, NO, or NOT APPLICABLE (N/A). A check in the YES column denotes "Sex Equity" for that item.
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3f. Do males portray a range of interests?	✓		
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4a. Are females presented in nontraditional occupations to illustrate the diversity of abilities?		✓	
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5. Is preparation for an occupation described as available to individuals regardless of sex?	✓		

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